

# IRC NEWSLETTER

U.S. Embassy, Brasilia

October, 2013

## EDUCATIONUSA

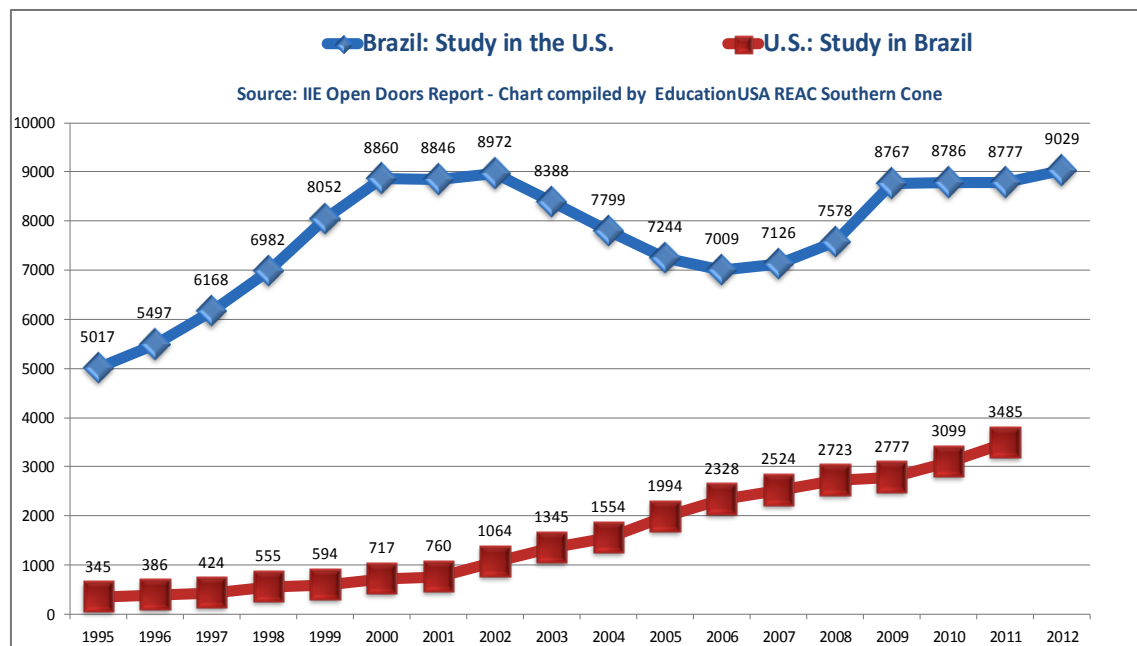


EducationUSA is a U.S. Department of State-supported network of hundreds of advising centers around the world. Each year, EducationUSA advisers provide millions of international students with accurate, comprehensive, and current information about how to apply to U.S. colleges and universities. EducationUSA staff also work with U.S. higher education professionals to promote international student recruitment.

EducationUSA advisers work in U.S. embassies and consulates and in a variety of partner institutions, including Fulbright commissions; bi-national cultural centers; U.S. nongovernmental organizations (NGOs) such as AMIDEAST and American Councils/ACCELS; foreign NGOs; foreign universities; and libraries. All of these institutions share a common goal: assisting students in accessing U.S. higher education opportunities.

[www.educationusa.state.gov](http://www.educationusa.state.gov) / [www.educationusa.org.br](http://www.educationusa.org.br)

## NUMBERS



Source: OpenDoors 2012 Brazil

## SCIENCE WITHOUT BORDERS

EducationUSA Blog for Science without Borders (Ciências sem Fronteiras) offers links to the latest tutorials on Common App and the open calls for October.

<http://educationusa-cienciasemfronteiras.org.br>



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## COLLECTION HIGHLIGHTS!

### BOOKS



### ARTICLE ALERT (Request the full text at: [ircbsb@state.gov](mailto:ircbsb@state.gov))

**Can the latest education reforms improve student achievement?** CQ Researcher, June 15, 2013.

With American students lagging behind their counterparts abroad in reading, math and science, taxpayers and policy-makers are engaged in divisive debates over school choice, academic standards and equality of access to quality education. Historically, reformers have pushed two key approaches: enforcing accountability in meeting academic standards through high-stakes testing and expanding “school choice” by opening more public charter schools and providing government vouchers to help pay private school tuition. Now, 45 states are taking another approach: voluntarily adopting new, rigorous academic standards that some say could overhaul how math and reading are taught. But the movement has run into resistance from both the right, which fears the loss of local control of curriculum, and the left, which worries that children will be tested on materials dictated by the new standards before they’ve had time to learn them.

Kiener, Robert. **Future of Public Universities:** can they compete with new educational models? CQ Researcher, v. 23, Issue 3, January 18, 2013.

Massive changes are buffeting America's public colleges and universities, spurring experts to predict a radically different higher-education environment in coming years. A weakened economy has forced drastic cuts in state higher-education funding, leading many schools to raise tuition to record levels and put the brakes on expansion after years of pell-mell growth fueled by government spending. Meanwhile, colleges and universities are under pressure to rethink their traditional modes of operation as they try to compete with an explosion of new educational models, including for-profit institutions, distance learning and so-called MOOCs — massive online open courses that offer free, high-quality instruction to thousands of digitally connected students simultaneously.

Wright, Sandra. **Using e-readers and internet resources to support comprehension.** Educational Technology & Society. v. 16, n. 1, January, 2013.

The advancements of technology have led to the use of electronic reading systems for digital text. Research indicates similarities and differences in reading performance and comprehension in digital formats compared to paper formats. This study compared vocabulary understanding and reading comprehension scores from two reading sources (electronic story book and paper-based book). This study also evaluated the use of reading resources available (dictionary, thesaurus, word pronunciation) between the two reading methods. An AB experimental design consisting of three females currently enrolled in the second grade, between the ages 7 years 0 months to 8 years 11 months without an identified disability, was conducted between two reading methods (paper versus electronic book source) with the participants serving as their own control in both conditions. The results of this study conclude that although vocabulary and reading comprehension is consistent between the two reading methods, students are more likely to utilize reading resources when engaged with digital text. This article supports that comprehension of written materials remains unchanged for students regardless of presentation method (print versus digital).

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Tuesdays and  
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